

# New England Common Assessment Program

## Accommodations, Guidelines, and Procedures: Administrator Training Guide



A supplementary document to the Principal/Test  
Coordinator and Test Administration Manuals

Updated: August 2007

## Table of Contents

Acknowledgements .....	iii
Contact Information .....	iv
<b>Section 1:</b> Purpose of the Training Guide .....	1
<b>Section 2:</b> Introduction to NECAP Accommodations .....	2
<b>Section 3:</b> Making Accommodation Decisions .....	3
Students in General Education	
Students with Disabilities	
Students who are English Language Learners (ELL)	
<b>Section 4:</b> Standard Test Accommodations .....	4
A. Alternative Settings	
B. Scheduling and Timing	
C. Presentation Formats	
D. Response Formats	
E. Other Accommodations	
F. Modifications	
<b>Section 5:</b> Accommodation Decision Teams: Procedures and Administration .....	15
Procedures:          Accommodation Decision Team Procedures Worksheet	
Administration:      Planning for Needed Resources	
Qualified Personnel	
Preparing Test Administrators	
<b>Section 6:</b> Accommodation Resources .....	18
<b>Appendix A:</b> Accommodation Decision Procedures Worksheet .....	20
<b>Appendix B:</b> “Other Accommodation” Discussion Worksheet .....	22
<b>Appendix C:</b> Scribing Protocol for the NECAP Writing Test .....	23

## **Acknowledgements**

The New England Common Assessment Program (NECAP) member states extend deep appreciation to the following individuals, who offered guidance during the development of this document.

### **New Hampshire Department of Education**

Rich Andrusiak, Raina Chick, Pat Eddy, Gaye Fedorchak, Deborah Fleurant, Carol Kosnitsky, Tim Kurtz, Jan McLaughlin, Lorraine Patusky, Ken Relihan, Helen Schotanus, Linda Stimson

### **Rhode Island Department of Education**

Jackie Bourassa, Todd Flaherty, Ellen Hedlund, Heather Heineke Agnew, Betsey Hyman, Judi Keeley, Diane Schaefer, Mary Ann Snider, Van Yidana

### **Vermont Department of Education**

Deb Armitage, Aldo Bianchi, Marty Gephardt, Michael Hock, Lindy Johnson, Cindy Moran, Gail Taylor, Greg Wylde

### **National Center for the Improvement of Educational Assessment**

Charlie Depascale

### **Measured Progress**

Tim Crockett, Susan Izard, Monica Shea, Harold Stephens

## Contact Information

If you have any questions regarding the New England Common Assessment Program (NECAP), contact:

### New Hampshire Department of Education

General Policy Questions:

Tim Kurtz, Director of Assessment, 603-271-3846, 101 Pleasant Street, Concord, NH 03301, [tkurtz@ed.state.nh.us](mailto:tkurtz@ed.state.nh.us)

Accommodation Questions:

Gaye Fedorchak, Coordinator of Alternate Assessment and Accommodations, 603-271-7383, 101 Pleasant Street, Concord, NH 03301, [gfedorchak@ed.state.nh.us](mailto:gfedorchak@ed.state.nh.us)

### Rhode Island Department of Education

Mary Ann Snider, Director of Assessment and Accountability, 401-222-8492, 255 Westminster Street, Providence, RI 02903, [maryann.snider@ride.ri.gov](mailto:maryann.snider@ride.ri.gov)

### Vermont Department of Education

General Policy Questions:

Michael Hock, Director of Assessment, 802-828-3115, 120 State Street, Montpelier, VT 05620-2501, [Michael.Hock@state.vt.us](mailto:Michael.Hock@state.vt.us)

Accommodation Questions:

Cindy Moran, Standards and Assessment, 802-828-0646, 120 State Street, Montpelier, VT 05620-2501, [Cindy.Moran@state.vt.us](mailto:Cindy.Moran@state.vt.us)

Greg Wylde, Standards and Assessment, 802-828-1338, 120 State Street, Montpelier, VT 05620-2501, [Greg.Wylde@state.vt.us](mailto:Greg.Wylde@state.vt.us)

### Measured Progress

If you have any questions regarding materials or administering the NECAP Assessment, contact the Measured Progress Service Center at 877-632-7774.

## Section 1: Purpose of the Training Guide

This Training Guide is supplementary to the Principal/Test Coordinator Manual (TCM) and the Test Administrator Manuals (TAM). It is to be used in conjunction with these manuals. The TCM and TAM include overall administration information for **all students**. The manuals explain such things as extending the testing time and substituting manipulatives as appropriate for the tools sessions of the mathematics test.

It is important to remember that this Training Guide also contains information that is relevant for **all students**. Standard test accommodations are allowable for **all students**. In order to make sure that **all students** are given access to test accommodations that they may need during state testing, it is vital for test administrators to become familiar with allowable accommodations and the appropriate ways to administer them.

This Training Guide has been created to...

- ensure a standardized accommodation administration process is followed.
- help schools make appropriate accommodation choices for students and understand what, if any, consequences are attached to their decisions.
- help schools provide students with the best opportunity to show what they know within the state testing environment.
- help building administrators and test coordinators train school personnel involved in the administration of accommodations.

### REMINDER:

Testing accommodations should be made concerning individual students; they are not designed for use with entire classrooms. They should not give students unfair advantages. Rather they are meant to remove barriers that may exist due to a student's learning style or disability. Students should have had experience using the specified accommodations during routine instruction and test-taking in the classroom.

## Section 2: Introduction to NECAP Accommodations

All students are eligible to utilize appropriate assessment accommodations from the *Table of Standard Test Accommodations* when participating in the NECAP assessment. Any accommodation(s) utilized for the assessment of individual students must be:

- the result of a decision made prior to the test by the IEP, Section 504, or school team that includes, whenever possible, the student's parent(s) or guardian(s).
- based on the individual student's needs.
- consistent with those accommodations used during the student's regular classroom instruction, including test-taking and, if applicable, the student's IEP or 504 Plan.
- documented at the appropriate local level.

Test accommodations are changes in format, administration, response, setting, timing, or scheduling that do not alter in any significant way what the test measures or the comparability of results. When used properly, appropriate test accommodations remove barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills.

Most students who need accommodations can be supported successfully by using one or more of the standard accommodations that are listed in categories A, B, C, and D on the *Table of Standard Test Accommodations*.

### **Section 3: Making Accommodation Decisions**

Decisions about accommodations should not be made by an individual. Decisions should be made by the school team responsible for planning the student's academic program and should include parent participation. It is recommended that every school identify a process to determine how accommodation decisions are made for students who do not have IEPs or 504 plans. Many schools already have Student Support or Child Study Teams in place for the purpose of addressing the individual needs of students in general education.

The role of the team is to discuss the accommodations that a student may need for state testing, decide which accommodations will be used by the student, and document the process.

These teams would typically involve the following individuals:

For students in general education:

- Educators involved in supporting the student
- Parent(s) and/or guardian(s)
- Student (as appropriate)

For students with 504 Plans, the student's existing 504 Team, including:

- Educators involved in supporting the student
- Parent(s) and/or guardian(s)
- Student (as appropriate)

For students with disabilities, the student's existing IEP Team, including:

- Special and general educators involved in supporting the student
- Parent(s) and/or guardian(s)
- Student (as appropriate)

For students who are English Language Learners (ELL):

- Teachers of English language learners or bilingual students and general educators involved in supporting the student
- Interpreter (as appropriate)
- Parent(s) and/or guardian(s)
- Student (as appropriate)

## Section 4: Standard Test Accommodations

This section of the Training Guide provides a copy of the *Table of Standard Test Accommodations* and then reviews each area of the table, explaining the use of selected accommodations as needed, and providing examples and procedures to be followed as needed.

The *Table of Standard Test Accommodations* is a list of accommodations that are available to all students on an individual basis, regardless of disability status. Following procedures previously outlined on page 3, school teams will refer to the *Table of Standard Test Accommodations* when making decisions for state testing.

All accommodations must be recorded by the test administrator on the Student Answer Booklet. Please be sure to bubble in only those accommodations that the student actually used for the state test and each content area in which they were used.

**It is important to note that if the team believes a student needs an accommodation that is not listed, the school must contact appropriate personnel at the Department of Education to discuss the proposed accommodation (see contact information on page iv). The approval process and any consequences that result from the use of that accommodation will be discussed.**



## Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

### A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

### B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short, supervised breaks during testing
- B-3 Allow extended time, beyond recommended, until in the administrator's judgment, the student can no longer sustain the activity

### C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Test and directions read aloud to student (Mathematics and Writing only) <sup>1</sup>
- C-5 Student reads test and directions aloud to self
- C-6 Translate directions into other language
- C-7 Underline key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics - any session)

### D. Response Formats

- D-1 Student writes using word processor, typewriter, or computer. <sup>2</sup> (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-3 Student writes using Braille. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.)
- D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel scribes student responses exactly as dictated into the Student Answer Booklet.)
- D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)

If an accommodation needed for a student is not listed above, please contact the state personnel for accommodations to discuss it.

### E. Other Accommodations <sup>3</sup>

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Scribing the Writing Test (only for students requiring special consideration)

### F. Modifications <sup>4</sup>

- F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test
- F-2 Reading the Reading Test
- F-3 Other

1. Reading the reading test to the student invalidates all reading sessions. Reading aloud Session 2 of Writing at grades 5 & 8 is not an accommodation since it is part of normal test administration.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.
3. Test coordinators must obtain approval from the Department of Education prior to test administration.
4. All affected sessions using these modifications are counted as incorrect.

## A through D – Standard Test Accommodations

### A. Alternative Settings

- |     |  |
|-----|--|
| A-1 | Administer the test individually in a separate location  |
| A-2 | Administer the test to a small group in a separate location  |
| A-3 | Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class) |
| A-4 | Preferential seating (e.g., front of room)   |
| A-5 | Provide special acoustics  |
| A-6 | Provide special lighting or furniture  |
| A-7 | Administer the test with special education personnel   |
| A-8 | Administer the test with other school personnel known to the student   |
| A-9 | Administer the test with school personnel at a non-school setting  |

### Considerations for Alternative Settings

#### Overall:

- Make sure the alternative setting is conducive to test-taking, and that the setting is quiet, has minimal distractions, and is reserved for a sufficient block of time.
- An alternative setting accommodation is often required to properly administer other accommodations. Therefore, the alternative setting accommodations are often bundled with other accommodations. Make sure the alternative setting matches the intent of the other accommodation. For example, an individual student who needs to have sections of the test read aloud should be in a location that will not disturb other students. A student who also needs frequent short breaks during testing as an accommodation may not be able to be tested in a small group.

#### A-2 Administer the test to a small group in a separate location:

- The size of a small group of students may vary depending on the other accommodations that are bundled with it. Students who need the Mathematics sessions, the Writing sessions at grade 11, and/or Session 1 of Writing at grades 5 and 8 read aloud should probably be limited to a group size of no more than five. Students will need to work the problems out at their own individual pace. The test administrator will need to read a test item when the student is ready to work on that item.

**Bundled:** Students who have been identified in advance as needing an extended time accommodation will be able to have the test administered in a group larger than five students (where students are working at their own pace) if a small group (A-2) is the only accommodation.

**A-9 Administer the test with school personnel at a non-school setting:**

- The use of a non-school setting is intended for unique situations, such as a student who is incarcerated, or a student with a long-term illness receiving instruction at home. This accommodation is not intended for students who are home-schooled.

**REMINDER:**

Test security must be maintained in all alternative settings. The test administrator must secure all materials during transfer between the small group or individual setting and the student's classroom. Do not send the student back to the classroom on his/her own with testing materials.

## B. Scheduling and Timing

- |     |   |
|-----|---|
| B-1 | Administer the test at the time of day that takes into account the student's medical needs or learning style                          |
| B-2 | Allow short, supervised breaks during testing   |
| B-3 | Allow extended time, beyond what is recommended, until in the administrator's judgment the student can no longer sustain the activity |

### Considerations for Scheduling and Timing

#### **B-2 Allow short, supervised breaks during testing:**

- Make sure students who need frequent breaks (B-2) are supervised during these breaks. They should not be allowed opportunities to interact with other students. Recess and lunch may not be used as breaks during a single testing session. Sessions must be completed within the length of the day.

#### **B-3 Allow extended time, beyond what is recommended, until in the administrator's judgment the student can no longer sustain the activity:**

- All students are given additional time on the state test. The guidelines in the Principal/Test Coordinator and Test Administrator Manuals indicate that all students in grades 3 through 8 are to be given 100% more time for each session **if needed**. This means that a session listed as a 45-minute session allows all students to take up to 90 minutes if needed. For grade 11, all students are to be given 50% more time for each session **if needed**. This means that the 60-minute session allows all students to take up to 90 minutes if needed. This should not be marked as an accommodation.
- The extended time accommodation is to be used for students who routinely take more than double the allotted time to complete class projects and tests. The decision to use this accommodation needs to be made prior to test administration.

**Bundled:** For some students, extended time accommodations may need to be bundled with alternative setting accommodations in order to prevent a student remaining behind when other classmates have completed testing.

## C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Test and directions read aloud to student (Mathematics and Writing only)
- C-5 Student reads test and directions aloud to self
- C-6 Translate directions into other language
- C-7 Underline key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (for ELL students in Mathematics and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics – any session)

### Considerations for Presentation Formats

#### Overall:

- Many presentation format accommodations need to be bundled with an alternative setting accommodation. Make sure to take this into consideration when planning needed accommodations for a student, and when determining the number of individual and small group settings that may be needed.

#### C-1 Braille:

- Each spring the state Departments of Education send out a memorandum requesting that schools call the Measured Progress Service Center to order Braille tests for the fall test administration.
- Make sure to consider whether or not the student is using Braille for daily instruction. The NECAP assessment is translated into both contracted and uncontracted Braille. Uncontracted Braille is usually used by younger or beginning Braille readers. The school personnel ordering the Braille test(s) will need to know what type of Braille the student is accustomed to using.
- Braille responses **must** be transcribed by school personnel, exactly as written by the student, into the Student Answer Booklet.

#### C-2 Large-print version:

- Each spring the state Departments of Education send out a memorandum requesting that schools call the Measured Progress Service Center to order large-print tests for the fall test administration.
- Make sure to consider whether or not the student is using large-print materials routinely for instruction and test taking. The state assessment should not be the first time the student is introduced to large-print materials.
- Large-print responses **must** be transcribed by school personnel, exactly as written by the student, into the Student Answer Booklet.

#### **C-4 Test and directions read aloud to student (Mathematics and Writing only):**

- Note that this accommodation is standard only for all Mathematics sessions, both Writing sessions at grade 11, and Session 1 of Writing at grades 5 and 8. The Test Administrator Manual at grades 5 and 8 indicates that Session 2 of Writing is to be read aloud to all students by the test administrator. Therefore, reading this session aloud to students should not be marked as an accommodation.
- Note that reading any portion of the Reading Test to students is considered a modification (F-2) and invalidates all Reading sessions.
- **For the Mathematics sessions when the test administrator is reading aloud to the student, the symbols may not be read aloud. All symbols in mathematics items and multiple-choice answers are to be pointed to only.** For example, in a mathematics problem involving the symbol “<”, the teacher would point to the symbol and ask the student to read it.
- This accommodation should be administered in a manner that provides the amount of support required by the student and in a manner most similar to routine classroom instruction and test-taking. There are several acceptable ways this accommodation can be administered:
  - The test administrator may read the entire test in the allowed content areas and sessions to the student.
  - A student may ask for only portions of the test to be read aloud by the test administrator as needed.

**Bundled:** Note that this accommodation may require the additional use of an alternative setting accommodation.

#### **C-5 Student reads test and directions aloud to self:**

- A student using this accommodation is best able to comprehend what he/she has read when reading aloud to self.

**Bundled:** Note that this accommodation may require the additional use of an alternative setting accommodation.

#### **C-7 Underline key information in directions:**

- Note that this accommodation requires that the key information in the directions in the student’s test booklet has been underlined by the student’s teacher **in advance** of test administration.
- Only the student’s teacher may determine the key information to be underlined. Substitute teachers and paraprofessionals may not determine the key information.

**C-9 Reduction of visual print by blocking or other techniques:**

- This accommodation is simply reducing the amount of print on a page for a student by blocking other print on the page. This can be done in several ways, as long as the test booklet is not altered permanently (the use of Post-it Notes, plain paper, etc.).
- Students who need to focus in on one problem at a time or one answer at a time during routine instruction should use this accommodation.

**Bundled:** Note that, for those students requiring assistance to block print, students will need to work at their own pace, and in that case this accommodation may require the additional use of an alternative setting accommodation.

**C-10 Acetate shield:**

- Acetate shields can be placed over the test booklet page to help enhance the printed material or reduce glare.

**C-12 Word-to-word translation dictionary, non-electronic with no definitions (for ELL students in Mathematics and Writing only):**

- This accommodation is most appropriate for intermediate-stage English language learners. Research has shown that this accommodation is not helpful for beginning-stage learners.

**C-13 Abacus use for student with severe visual impairment or blindness (Mathematics – any session):**

- An abacus can be used by a student with severe visual impairment or blindness in any of the mathematics sessions.

## D. Response Formats

- D-1 Student writes using word processor, typewriter, or computer (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-3 Student writes using Braille. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.)
- D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel scribes student responses exactly as dictated into the Student Answer Booklet.)
- D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)

### Considerations for Response Formats

#### Overall:

- Note that D-1, D-2, D-3, and D-6 are accommodations that allow the student to respond to the writing prompt and constructed response questions **outside** of the answer booklet. Those responses **must** be transcribed, exactly as written by the student, into the Student Answer Booklet by school personnel. Separate sheets of paper stapled, taped, or glued into the Student Answer Booklet are not acceptable.
- Students should be shown the provided answer space in the Student Answer Booklet in advance, in order for them to gauge how much to write.

#### **D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.):**

- For this accommodation, the student is indicating by pointing at or naming his/her answers to multiple-choice questions, and at the same time school personnel is marking those answers in the Student Answer Booklet.

**Bundled:** This response format may require the additional use of an alternative setting accommodation and possibly extended time.

#### **D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel scribes student responses exactly as dictated into the Student Answer Booklet.):**

- Note that the student is dictating his/her responses to the constructed response questions, and at the same time school personnel is scribing those responses into the Student Answer Booklet, exactly as dictated by the student.
- This accommodation may **not** be used for the Writing Test.



## E and F – Other Accommodations and Modifications

The school must contact the Department of Education to request approval for any accommodation not listed in sections A through D (see contact information on page iv). The approval process and any consequences that result from the use of that accommodation will be discussed. Based on the information provided by the school, the Department of Education will determine if the proposed testing accommodation will preserve the comparability of the test items to which it applies. The Department of Education will not override IEP Team decisions. However, if the school team decides to use an accommodation that was determined to be non-comparable, then the requested accommodation will be treated as a modification. All affected sessions using modifications are counted as incorrect.

### E. Other Accommodations

E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable  
E-2 Scribing the Writing Test (only for students requiring special consideration)

### Considerations for Other Accommodations

#### Overall:

- Use the “*Other Accommodation*” *Discussion Worksheet* in Appendix B to gather the information needed for a discussion with state personnel on accommodations.
- Contact state personnel about the accommodation being proposed. State personnel will determine whether the accommodation is comparable or not. If the proposed accommodation is deemed not comparable, then it is classified as a modification (see “Modifications” on page 14).
- Accommodations that are verified as comparable by state personnel will need to be recorded as E-1 or E-2 on the Student Answer Booklet. Requests that are identified as modifications, if used, must be recorded as F-3 Other.
- Verifications will be made on a test-by-test and student-by-student basis. Schools should not assume that an accommodation approved for one student will be approved for another, nor should they assume that an accommodation approved one year will be approved for future assessments.
- The E-1 and E-2 codings may only be used after written approval from the DOE. E-1 and E-2 codings used without approval will be treated as a modification for purposes of scoring and reporting (see “Considerations for Modifications” on page 14).

## **E-2 Scribing the Writing Test (only for students requiring special considerations):**

- This accommodation is reserved for students for whom it is impossible to produce a written document (e.g. a student with a recent or short-term physical injury).
- If approved, this accommodation should be implemented by a trained staff member using the *Scribing Protocol for the NECAP Writing Tests* (see Appendix C).

## **F. Modifications**

- |     |  |
|-----|--|
| F-1 | Using a calculator and/or manipulatives on Session 1 of the Mathematics Test |
| F-2 | Reading the Reading Test   |
| F-3 | Other  |

### **Considerations for Modifications**

#### **Overall:**

- Note that the use of any modification invalidates the session(s) in which it is used, and no credit will be given. It is important for the school to take this into consideration when choosing whether or not to allow a modification.

#### **F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test:**

- Use of an abacus on Session 1 of the Mathematics test for students without severe visual impairment or blindness is considered a modification and must be coded as such on the Student Answer Booklet.

#### **F-2 Reading the Reading Test:**

- Note that **only** all Mathematics sessions, both Writing sessions at grade 11, and Session 1 of Writing at grades 5 and 8 may be read aloud to a student as an allowed accommodation. Session 2 of Writing at grades 5 and 8 is routinely read aloud to all students, and is therefore not an accommodation. However, reading aloud any portion of the Reading Test to a student invalidates all Reading sessions.

#### **F-3 Other:**

- Proposed accommodations that are determined to be non-comparable are considered modifications and should be coded as F-3 Other.

## Section 5: Accommodation Decision Teams: Procedures and Administration

### Procedures

- A school team meets to discuss which, if any, accommodations are appropriate for the student during a state testing situation. The following questions should be discussed when considering appropriate accommodations for students:
  - What accommodation(s) does this student typically need while taking tests in the classroom?
  - Are there unique circumstances created by the NECAP assessment that might require accommodations for this student?
  - Which accommodations, if any, from the *Table of Standard Test Accommodations* will meet this student's participation requirements?
  - If none of the standard accommodations meet the student's participation requirements, what other accommodations might be proposed?
  - Are there different accommodations needed for the student to participate in each content area tested?
- Decisions concerning appropriate accommodations for NECAP testing are documented and communicated in order to ensure that the accommodation is implemented effectively and available for future instructional planning.
- The *Accommodation Decision Procedures Worksheet* found in Appendix A may be used and copied to facilitate and communicate accommodations planning. Note that this worksheet is keyed to the *Table of Standard Test Accommodations*. The lettered sections of the *Accommodation Decision Procedures Worksheet* refer to the same letters in the *Table of Standard Test Accommodations* found on page 5 of this document.

#### REMINDER:

There is a distinction between instructional accommodations and testing accommodations. Not all accommodations that are used for routine instruction are appropriate for NECAP testing. For example, during classroom instruction the student may have text read aloud to him/her. However, reading the Reading Test would not allow the measurement of the student's reading ability. This would be considered a modification, not an accommodation, and would invalidate the student's Reading Test score.

### **Administration: *Planning for Needed Resources***

Each school will need to prepare for large scale test administration because multiple grades are being tested and multiple accommodations are being implemented. Some important questions to consider are:

- How many spaces will you need to secure for small group and individual administrations of the assessment?
- How many students need a place where they can read aloud or be read to without disturbing other students who may be working?
- How many people will then be needed and who should they be?
- How and when will you train the people who will be administering accommodations?

### **Administration: *Qualified Personnel***

Accommodations must be administered by school personnel who are employed by the district and have been trained to administer the assessment. It is preferable that the person administering the accommodation(s) be familiar with and to the student(s). This is especially true for accommodation situations that call for individual settings.

The following are individuals who may **not** administer NECAP tests:

- Parents and other community volunteers
- Peer tutors
- Other students

### **Administration: *Preparing Test Administrators***

Equally as important as identifying appropriate school personnel to administer the test with accommodations is the training and knowledge provided to the administrator prior to administration of the state test.

The following are recommendations for ways to help school personnel prepare to administer the NECAP assessments with one or more accommodations:

- Attend a training session, implemented by the school, that explains and reviews at minimum the Test Administrator Manual and this training guide.
- Read both the Test Administrator Manual and this training guide prior to test administration.
- Experience implementing classroom accommodations that are similar to NECAP accommodations.

- Provide the test booklet on the day of testing, prior to the testing session, so that the test administrator can become familiar with the test form in advance of administration. This is especially true of accommodation administrators who will need to read particular test sessions aloud to a student(s).

REMINDER:

Building administrators are required to sign off on the *Principal's Certification of Proper Test Administration* form, verifying that all test administrators are school personnel and have been properly trained.

## Section 6: Accommodation Resources

This document is available in electronic format on the following State Department of Education Websites:

**New Hampshire Department of Education:**

[www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm](http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm)

**Rhode Island Department of Education:**

[www.ride.ri.gov/assessment/NECAP.aspx](http://www.ride.ri.gov/assessment/NECAP.aspx)

**Vermont Department of Education:**

[http://education.vermont.gov/new/html/pgm\\_assessment/necap.html#resources](http://education.vermont.gov/new/html/pgm_assessment/necap.html#resources)

### Other Resources

**New England Compact:** [www.necomcompact.org](http://www.necomcompact.org)

The New England Compact Web page includes a variety of materials related to the tri-state grade level expectations, and support documents.

**Council for Exceptional Children (CEC):** [www.cec.sped.org](http://www.cec.sped.org)

The CEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. The CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

**LD Online:** [www.ldonline.org](http://www.ldonline.org)

LD Online has many articles dealing with state assessments, large-scale assessments, and assessing achievement in skill areas.

**National Center on Educational Outcomes (NCEO):**

<http://education.umn.edu/nceo/>

The NCEO provides national leadership in the participation of students with disabilities in national and state assessments, standards-setting efforts, and graduation requirements.

**National Information Center for Children and Youth with Disabilities**

**(NICHCY):** [www.nichcy.org](http://www.nichcy.org) The NICHCY serves the nation as a central source of information on: disabilities in infants, toddlers, children, and youth; IDEA, which is the law authorizing special education; No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices.

**Special Education Resources on the Internet (SERI):**

[www.seriweb.com](http://www.seriweb.com) SERI houses a collection of Internet-accessible information resources of interest to those involved in the fields related to special education. This collection exists in order to make online special education resources more easily and readily available in one location. This site will continually modify, update, and add additional informative links.

**Resources for Students with Blindness or Visual Impairment**

**American Printing House for the Blind, Accessible Tests Department:**

<http://www.aph.org/tests/index.html>

**National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities:**

<http://www.tsbvi.edu/agenda/>

**Resources for the Deaf and Hard of Hearing**

**Laurent Clerc National Deaf Education Center, Gallaudet University:**

<http://clerccenter.gallaudet.edu/>

**Rochester Institute of Technology Libraries, Subject-Based Deaf and Hard of Hearing Internet Resources:**

<http://wally.rit.edu/internet/subject/deafness.html>

## Appendix A: Accommodation Decision Procedures Worksheet

(Refer to the Table of Standard Test Accommodations on page 5 of this document)

Team Members Present:		Student Name:
		Date:
<b>A. Does the student use <b>Alternative Settings</b> accommodations during routine classroom testing?</b>		
Yes	If yes, describe:	
No		
Will the student need <b>Alternative Settings</b> accommodations during NECAP testing?		
Yes	If yes, which accommodations will be needed?	
No		
<b>B. Does the student use <b>Scheduling and Timing</b> accommodations during routine classroom testing?</b>		
Yes	If yes, describe:	
No		
Will the student need <b>Scheduling and Timing</b> accommodations during NECAP testing?		
Yes	If yes, which accommodations will be needed?	
No		
<b>C. Does the student use <b>Presentation Formats</b> accommodations during routine classroom testing?</b>		
Yes	If yes, describe:	
No		



Will the student need <b>Presentation Formats</b> accommodations during NECAP testing?	
Yes	If yes, which accommodations will be needed?
No	
<b>D. Does the student use Response Formats accommodations during routine classroom testing?</b>	
Yes	If yes, describe:
No	
Will the student need <b>Response Formats</b> accommodations during NECAP testing?	
Yes	If yes, which accommodations will be needed?
No	
<b>E. Does the student use Other Accommodations during routine classroom testing?</b>	
Yes	If yes, describe:
No	
Will the student need <b>Other Accommodations</b> during NECAP testing?	
Yes	If yes, which accommodations will be needed?
No	
<b>Contact the State Department of Education staff listed in the contact information on page iv to discuss and receive approval for any accommodation not listed on the <i>Table of Standard Test Accommodations</i>.</b>	
<b>F. Does the student use Modifications during routine classroom testing?</b>	
Yes	If yes, describe:
No	
Will the student need <b>Modifications</b> during NECAP testing?	
Yes	If yes, which modifications will be needed?
No	

## Appendix B: “Other Accommodation” Discussion Worksheet

*Please complete this form before contacting the Department of Education with your proposal.*

### Student Information

Student Name:	Grade Level/Content Area(s)/Session(s):
---------------	---

Student Identification Number:
--------------------------------

### Contact Information

Contact Name:	Contact Title:
---------------	----------------

Contact Phone:	Contact E-Mail:
----------------	-----------------

Contact School Name and Address:
----------------------------------

### Accommodation Information

Assurances:

- ☐ The school team has met and has considered all standard accommodations prior to proposing other accommodations.
- ☐ Parent(s)/guardian(s) were provided an opportunity to participate in the decision-making process.
- ☐ The proposed accommodation is used for routine class instruction and/or test-taking.

Description of the proposed accommodation and why it is deemed necessary:
---

Result of discussion with DOE personnel:	
Name of DOE personnel:	Date:

## **Appendix C: Scribing Protocol for the NECAP Writing Test**

Step 1: Student dictates response to appropriately trained test administrator (scribe) who is familiar with this procedure.

Step 2: Scribe takes down verbatim what student says.

- Scribe does NOT let student view this copy.
- Scribe skips lines when recording student response.

Step 3: Scribe reads oral response back to student at a steady pace without inflection or pausing, then inquires whether student wants to add, take out, or change anything.

Step 4: Scribe reads every word that is three or more letters long and has student dictate precise word spelling, recording exactly as student dictates. Scribe spells all one or two letter words as pronounced by student and does not probe these words.

Step 5: Scribe prints or writes student-spelled copy into the answer space and omits conventions (capitalization, punctuation, etc.).

Step 6: Student reads his/her student copy in the answer space and edits for capitalization, punctuation, etc.

### **Alternate steps for students with visual impairment:**

Step 5: Scribe presents student-spelled copy in a form the student can see/read (e.g., large-print or Braille).

Step 6: Student adds or dictates punctuation and capitalization to scribe.

Step 7: Scribe copies student-edited version into answer space exactly as student dictates.